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The Joint Meeting of the American Philological Association and the American Archaeological Institute, held at Baltimore, December 28-31 last, was in many ways most interesting and successful. The attendance was larger than I have seen at any other strictly classical gathering.

Two things stand out prominently in one's recollections of this meeting. One was the address made by Professor Gildersleeve, President of the Philological Association. Instead of treating some theme with deadening soberness Professor Gildersleeve explained, in his best 'Brief Mention' manner, how he had considered theme after theme for his address, only to cast it aside. The address scintillated with wit and humor; there was many a sly dig at the vagaries of classical scholarship and research, allusions which in some instances could have been intelligible only to those who had lived and wrought for years in Classics and had kept in close touch with the manifold activities of classical scholarship here and abroad. The spirit of the address throughout, however, was kindly, and more than one valuable lesson was to be learned from the speaker's pleasantries. Toward the close Professor Gildersleeve became wholly serious and pointed out that in the forty years covered by the life of the American Philological Association American scholarship had been born and had come to maturity and had won recognition abroad, even in Germany. Such a statement will go far to offset the adverse judgment passed on American scholarship by Professor Gudeman in his review of the second and third volumes of Sandys History of Classical Scholarship, published in *The Classical Review* (1909).

The other event that one remembers especially is the dinner held to commemorate the fortieth anniversary of the Philological Association and the thirtieth of the Institute. Over 200 persons were present. The speeches were on the whole good, especially one by Professor Maurice Bloomfield of Johns Hopkins University, on the relation of philology and archaeology to each other. Archaeology, he pointed out, repeatedly has its dramatic moments; seldom, if ever, can any single thing with which philology proper has to do vie in dramatic interest with the discovery of striking remains, the finding of a great array of tablets, of cuneiform inscriptions, etc. Yet, after all, Professor Bloomfield pointed out, repeatedly the discoveries of the archaeologist are of no

avail until purely philological activity solves the riddle. It was so with the cuneiform inscriptions, for example; Etruscan matters still remain a sealed book because the philologist has thus far been unable to solve the riddle of the Tuscan language. I might add to this that archaeology makes its appeal in part for the same reasons that science in some of its aspects makes appeal—it is tangible, and objective; in its ordinary levels, at least, it is more readily intelligible than matters philological and makes smaller demands, I think, upon the mental powers, both of the public and of the archaeological worker himself. Bentley, with virtually no knowledge of archaeology and without visiting Greece or Italy, so far as I know, was nevertheless a classical scholar of the first order; I might name some more modern scholars who have known Greek and Latin superlatively well without visiting classic lands at all or before they visited classic lands.

If space allowed, we should gladly print the programmes of the two Associations, to show the extraordinary range of subjects engaging the attention of American classical students. Forty-eight papers were presented to the Philological Association, 36 to the Institute; 8 other papers were presented at a joint meeting of the two Associations. Of this total of over 90 papers many, however, were "read by title". The Colleges and Universities represented, with the number of papers presented from each, were as follows: Allegheny 1; Barnard 3; Brown 1; Chicago 5; Cincinnati 1; Clark College 1; College of the City of New York 1; Columbia 1; Dartmouth 2; Emory and Henry 1; George Washington 1; Hartford Theological 1; Harvard 6; Johns Hopkins 6; McGill 1; Michigan 4; Museum of Fine Arts, Boston, 2; New York 1; Northwestern 3; Olivet 1; Pennsylvania 4; Princeton 7; Oregon 1; Rutgers 1; Smith 1; Syracuse 2; Trinity 1; Vanderbilt 2; Vermont 2; Victoria, Toronto, 1; Virginia 1; Washington 1; Washington and Jefferson 1; Wesleyan 4; Wilberforce 1; Wisconsin 2; Yale 2.

In certain respects the joint meetings of these two Associations have been justified by experience; a larger company is thereby brought together and the opportunities of meeting one's fellow-workers in the classical territory are greatly enlarged. After all such meetings find their justification primarily in two things: in the opportunity of communion with kindred spirits and in the fact that they do call forth a

great deal of very good work; it is curious how many persons need an external stimulus to productive scholarly activity and equally interesting to note how much men can do under the influence of such a stimulus. But the congestion of the programmes is becoming a serious matter. One who is a Councilor of the Institute is obliged either to forego the business meetings of the Institute or to forego many papers which he would like to hear; it was especially exasperating to be obliged to make this hapless choice because the business meetings of the Institute might easily have been far more skilfully and more expeditiously conducted. But *nihil est ab omni parte beatum*; let us hope that, since by vote of the American Philological Association just passed at Baltimore, these joint meetings are likely to be a fixture, with increasing skill born of experience in handling programmes and in conducting the business of the Institute, the difficulties that have beset these particular meetings may be removed.

A word in conclusion. Long observation has suggested to me two things in connection with such meetings. One is that many papers offered at such meetings should be written out in two very distinct forms, one intended for publication, the other intended for reading at the meeting. The second thought is that comparatively few of our classical scholars have practiced reading aloud. I have seen many a paper spoiled and many an ambitious reader's prospects blighted by the wretched delivery of the paper.

C. K.

MATTERS OF PRESENT MOMENT CONCERNING LATIN IN LARGE HIGH SCHOOLS¹

It is an old and familiar warning that the age and country in which we live are given over to sordid and gainful pursuits, to things of sense, to the interests of the individual, to the concerns of the present.

We have heard this from poets and philosophers; and, being ourselves more or less thoughtful people, we have believed much that they said. Being, likewise, men and women who love their kind, we have been regretful; at times, perhaps, genuinely alarmed; but, on the whole, these wise and gloomy words have been as mutterings in distant clouds.

It is true that, as teachers of the Classics in High Schools, we have felt the effect of the changing conditions of life in the increasingly heavy and diversified general programs of study and in the somewhat increased requirements for Latin.

Latin, however, amid all this crowding and jostling, has not only managed to hold its own, but has gained ground in the percentage of pupils studying it; and it still holds, next to English, the most conspicuous place in the programs of secondary schools².

¹ This paper was read at the meeting of the Classical Association of the Atlantic States, at Haverford, Pa., on April 23, 1909.

² Report of the Commissioner of Education, 1907, Volume 2, 2050.

Under these circumstances, little effort on our part, effort concerted and determined, has been made to adjust the teaching of Latin to the requirements of the new conditions.

Nor would I be understood as implying that Latin teachers, meantime, have been sitting in the seat of the complacent and self-satisfied. On the contrary, I am inclined to believe that we have experienced our full share of the 'noble discontent', characteristic of some of our fellows.

We have been dissatisfied and discomfited, especially when we have come face to face with the results obtained in the examinations, set not only by the colleges and the state, but by ourselves as well. We have been dissatisfied, discomfited, dismayed. But this attitude of mind has not been confined to ourselves. The teachers of English, history and mathematics also have been dissatisfied, discomfited, dismayed. And so, we have pressed on, groping our way, but with unflinching faith in our goal, in the abiding value of our subject to do effective service for the younger generation, even as Columbus, on that long and uncertain voyage, is said to have made this entry in his log-book, evening after evening: "To-day, we have sailed Westward, *which is our course*".

Until recently, the warning words seemed to come from afar. But now, they are close at hand. Not alone poets and philosophers are giving them utterance, but practical statesmen, economists, educationists; and they are raising their voices with no uncertain meaning.

A commissioner of education for the state of New York wrote in February of last year:

The great industrial age upon which we have entered has laid its iron hand upon the schools and has made education tributary to its own ends. . . . There is a pronounced but inevitable trend in modern education away from the study of the humanities that have to do with the inner and spiritual life and toward the manual arts and sciences that relate to the outer and material life.

A writer of authority in *The Educational Review* for March, 1909, says:

Now that we have committed ourselves to vocational training in schools, the problem is one of making the most effective adjustments between it and that measure of liberal education which is possible for each considerable group of children.

The president of a large university in the West has recently expressed these views:

The languages, ancient and modern, have high value for those who can master and use them. Most High School students get very little from any of them. Without in the least underrating the value of Latin to Roman-minded men, there is no doubt that the average American school boy gets less out of Latin than out of any other subject in the curriculum. . . . The High School should indicate and emphasize that form of ability which will count for most in the conduct of life and it should do its foundation work with such thoroughness that the